NEW COURSE PROPOSAL

The process and template for submitting a new course proposal will vary depending on your district and site protocols. CCASN did find examples of more systemic approaches to course development that included training for teachers interested in developing a new course description, provision of exemplars, user-friendly templates, opportunities for feedback, and support for course development. CCASN also found new course proposal procedures that involved lengthy processes and as many as eight to ten signatures prior to submission of the new course proposal.

Use whatever process and new course proposal forms your district has in place, but think about how a District or high school might best support teachers in the development of quality courses. Provide clear guidelines and examples of what quality looks like for aspects of the course proposal.   Encourage everyone involved to start early. Developing a high quality course description takes time and, depending on the school, district, or State or the nature of the course, may involve multiple approvals.

What follows are examples of new course proposal templates and processes from around the country. Included are resources from:
  - *Albuquerque Public Schools, Albuquerque, New Mexico*
  - *University High School, Louisiana State University Laboratory School, Baton Rouge, Louisiana*
  - *Berkeley Springs High School, Berkeley Springs, West Virginia*
  - *West Bend School District, West Bend, Wisconsin*
  - *Center Grove High School, Greenwood, Indiana*
  - *Wickenburg Unified School District, Wickenburg, Arizona*
  - *North Clackamas School District, Milwaukie, Oregon (12 miles from Portland, Oregon)*
  - *University of California "a-g guide, new course submission"*

FROM ALBUQUERQUE PUBLIC SCHOOLS
Albuquerque, New Mexico
COURSE PROPOSAL PLANNING AND REVIEW

High Schools
"Only those courses that are included in the *APS High School Curriculum -- District Essentials And Guidelines* or those approved on a waiver for a single school are to be offered or scheduled by any school. There is no provision made for offering credit which does not fall into one of these two categories.

The course numbers, titles, descriptions, and other parts of the course outlines included in the *APS High School Curriculum -- District Essentials And Guidelines* will be used by schools in preparing content for a course or for instituting courses. The course description section of course outlines will be used in the school course description booklets given to students for preregistration or registration purposes. However, course titles and course descriptions may appear with additional words or sentences to indicate a special emphasis or enrollment limitation at a school site.

Procedure

A. New courses to be considered will be shaped by student needs, community needs, and/or national trends. Courses not authorized to meet graduation requirements must conform with provisions of the procedural directive on High School Elective Credit.

B. New courses will be developed by teachers, department chairpersons, and/or curriculum assistants, in consultation with the District Coordinator of High School Curriculum using High School Course Proposal Planning Forms.

C. A proposed new course will be reviewed by teachers in the department. Chairperson will sign the completed form in the space provided.

D. After department review, the course proposal will be sent to the high school assistant principal for curriculum for review and signature indicating that the proposed course has been reviewed by all appropriate curriculum committees at the school.

E. The high school principal will review the proposed course. The principal's signature indicates that the school as a whole supports the course and is prepared to offer it.

F. The principal will send the proposed course to the District Coordinator for High School Curriculum for approval.

G. The Course Proposal Planning Form for the new course will be returned to the District Coordinator for Curriculum Development who will publish the course outline and distribute to the appropriate personnel for inclusion in the *APS High School Curriculum -- District Essentials And Guidelines"*

Cross Ref.: Board Policy I.13
NSBA/NEPN Classification: IGD
Revised: May 1995
Revised: April 1996
Revised: May 1997
Source: http://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/i.-instruction/course-proposal-planning-and-review

University High School
Louisiana State University Laboratory School
Baton Rouge, Louisiana
New Course Proposal

"All courses taught during the regular school year at University High School are detailed in the Master Course Book, maintained by the Counseling Department. Course offerings for each year are drawn from this book.

A faculty member may seek approval for a new course by taking the following steps:
1. Preparation of Proposal with Department Chair
   The faculty member and his/her department chair should prepare a brief proposal for the new course. The proposal should include: a brief rationale for the course; a complete course description including alignment with state, national, and professional standards; a proposed textbook and estimated cost.

   The course description must follow the standard template of the Master Course Book.

   Department chairs must agree to all new course offerings. In preparing the course proposal faculty may also want to consider the Guidelines for Policy and Procedure Proposals: courses are more likely to be accepted if they can adhere to the mission of the Laboratory schools and they are supported by data and research.

2. Recommendation from Department Chairs Committee
   The department chair should bring the proposal to the department chairs committee. Proposals must be submitted to the department chairs committee before December 1 to be eligible for scheduling for the following school year. The department chairs will submit a recommendation regarding the course to the administration for review.

3. Review by Administration
   Administration will make course scheduling decisions based on these recommendations and their discretion. Factors influencing scheduling decisions include but are not limited to: financial obstacles, coherence with other aspects of the curriculum, personnel issues. If administration chooses not to approve a recommended course, they may want to discuss this decision with the department so that revisions might be made to the course or other options can be explored by the department."
   Source:
   http://www.uhigh.ilstu.edu/keystone/Archives/Policy/08-01-06%20New%20Course%20Proposals%20Policy.pdf
   http://www.uhigh.lsu.edu

Berkeley Springs High School
Berkeley Springs, West Virginia

Proposal for New Elective Class
at Berkeley Springs High School (BSHS):
Civics Laboratory

From Merriam-Webster online dictionary, http://www.merriam-webster.com/:

- ❖ Civics: a social science dealing with the rights and duties of citizens

- ❖ Laboratory: a place providing opportunity for experimentation, observation, or practice in a field of study

Rational:

1. While nationwide voter turnout in the 2008 election was higher than it has been in 40 years at 61.6%, the state of West Virginia had the lowest voter turnout in the nation at 50.6% ("2008 Election Turnout Hit 40-Year High", http://www.cbsnews.com/stories/2008/12/15/politics/main4670319.shtml). Without high levels of citizen participation, democracy is at risk.

2. The Partnership for 21st Century Skills describes a 21st Century Learning Environment as one that "Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)" and "Supports expanded community and international involvement in learning, both face-to-face and online". (http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=354&Itemid=120). Additionally, the Partnership lists civic literacy as one of the 21st Century Themes that must be developed in schools so that students are:

   * Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
   * Exercising the rights and obligations of citizenship at local, state, national and global levels
   * Understanding the local and global implications of civic decisions (http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=258&Itemid=120)
   Further, the Partnership lists the following as desired 21st Century Student Outcomes:

   * Creativity and Innovation Skills
   * Critical Thinking and Problem Solving Skills
   * Communication and Collaboration Skills
   * Information, Media and Technology Skills
   http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

3. The Civics Laboratory class addresses all of the needs described in items 1 and 2 above.

Course Description:

Students will explore, create and develop real-world, hands-on solutions that contribute to the sustainability of democracy.

1. E-Government project: The Community Connect Foundation, with funding from the Benedum Foundation, has provided Ms. Stotler with video and still photography equipment for students to create content for a statewide web portal designed to make local governments accessible to citizens. Students will work with local government officials to obtain content that will help citizens understand and interact with local government. In Morgan County, government entities with which students would coordinate would include all Morgan County elected officials, their offices and appointed boards, the Towns of Bath and Paw Paw, the circuit court system, and the Morgan County Board of Education.

2. Community Board project: Currently, the BSHS Student Council is creating the framework for a project to place students on boards and committees within the community. An independent study credit will be awarded to students who serve on boards for the duration of a school year and who meet the requirements established to obtain credit.

3. Students will generate publicity for their projects with local media outlets to make sure the public is made aware of the opportunities for civic engagement that will be offered. This will include writing articles for newspapers, seeking coverage on the Hagerstown NBC-25 TV news program, and speaking at meetings of community groups (Chamber of Commerce, Lions Club, church affiliated groups, etc.) and at school assemblies.

4. Students will document the class' activities using journals, video, website, or whatever media the class elects in order to show others what they have accomplished during the school year.

5. Students will discuss and debate issues of civic concern, based on class activities and current events, employing techniques for discerning different points of view and drawing sound conclusions based on the arguments and evidence presented.

Eligibility:

Students in the 10th, 11th, or 12th grade would be eligible to participate in this class, based on a recommendation from their previous Social Studies teacher.

Collaboration:

Ideally, the Civics Laboratory class would work in collaboration with the New Media class, who would serve as the technical experts while the Civics Lab class would serve as the content experts. Therefore, it would be extremely helpful for these 2 classes to be scheduled during the same period of the day.

_____ Prepared by Kate Stotler at Berkeley Springs High School in participation in the Morgan County's E-Government Project.

West Bend School District
West Bend, Wisconsin
NEW COURSE PROPOSAL TEMPLATE

Date:

Course Title:

Teacher Name(s):

Building/Site:

RATIONALE

A. Data or Needs that support the new course proposal:	
B. Expected impact on student achievement	
Expected impact on Student scheduling	
Expected impact on student subsequent course opportunities	

Anticipated budgetary implications associated with the implementation of this course (Total Costs from Budget Sheet)	
C. What research supports this curriculum change?	
D. How does the proposed course compare to practices in other districts or schools with comparable programs?	

COURSE PLANNING GUIDE DESCRIPTION

Write a 2-3 sentence	

description of the proposed course geared towards parents and students.	
Length of Course (and potential credit earned)	
Grade Levels	
(Standards Addressed☺	
Prerequisite Courses	
(Co-requisite Course/s)	

COURSE EVALUATION

How do you plan to collect the following data over the next three years?

Enrollment History	
Impact on Student Achievement	
How will you use evaluation results to modify or refine this course?	
* Note: Course Evaluation results, including Student and Faculty Surveys, will be presented to the Curriculum Council every 3 years.	

New Course Proposal
Program Budget

Course Title:

Date:

Department:

Crdits:

Teacher(s) Initiating Proposal:

___New Course
___Course Revision
___Duration   ___Semester   ___Year

Anticipated @ of Sections

Start-Up Costs

Budget (Object) *(CCASN Note: object codes may vary by State/ District)*	Description	Cost	Funding Source
400 – Non-Capital			

Objects (include training needs for instructors or aides)			
435 – Texts			
500 – Capital Objects			
000 – Other Expenses (Facility Usage, Maintenance, Utilities, Other)			
		TOTAL COST:	

ANNUAL ON-GOING COST

Please project on-going costs and identify funding source

Budget (Object) (*CCASN Note: object codes may vary by State/ District*)	Description	Cost	Funding Source
400 – Non-Capital Objects (include training needs for instructors or aides)			
500 – Capital Objects			
000 – Other Expenses (Facility			

Usage, Maintenance, Utilities, Other)			
		TOTAL COST:	

To see a sample of a completed course proposal using this template, please visit
http://www.boarddocs.com/wi/wbsdwi/Board.nsf/files/8Q92UR73F10A/$file/Service%20and%20Citizenship%20Proposal.pdf

Center Grove High School
Greenwood, Indiana
NEW COURSE PROPOSAL

New Course Proposal Template requests the following information:

Department:

Proposed By:

State Approved Course Title:

Rationale Based on Student Need: (Describe the existing condition.)

Target Population (Which of our students will take this course? (Grade levels, etc.)

Abstract (Description of the course as it would be presented in the CGHS Academic Guide.

Outcomes of this Course:

Content: What significant body of knowledge will students gain by taking this course?

Sills: What specific skills will be taught in this course?

Process: What significant processes and sills will students acquire by taking this course?

Assessments: What types of assessments will be used in this course?

Start Up Costs and Economic Impact: Please explain any start up costs associated with this course.

Capital Equipment

Personnel (including certification requirements):

Teaching Materials/Supplies:

Textbook: (Note: School board approval is needed for any textbook. This approval must be secured before the course is offered.)

What Impact will this Course Have on…
Other departments' offerings?

Graduation requirements?

Master schedule?

Student Fees:

Approved by:

Department Chari:

Principal:

Asst. Superintendent

To few several completed new course proposals for Center Grove High School, please visit:
http://www.centergrove.k12.in.us/cms/lib4/IN01000850/Centricity/domain/1206/oct%203%2
02013/AI-1-HS%20Course%20Descriptions.pdf

Wickenburg Unified School District
Curriculum & Instruction
Wickenburg, Arizona
NEW COURSE PROPOSAL PROCEDURES

"The timeline for proposing new courses begins in the spring of one school year and ends in December of the next. This will allow for board approval of new courses prior to student pre-registration. This timeline will also provide time for curriculum development during the summer.

The purpose of maintaining a specific timeline and procedure is two-fold: first, to ensure that teachers have the opportunity to develop new avenues of learning for studnets and second, to provide a system of communication to ensure new courses are of the highest quality.

The steps in the course proposal process are:
Step 1
- The teacher initiates a course proposal by completing Part 1 of the course proposal form.
- Paper work to be included with Part 1: Course Outcomes, Assessment Descriptions, Unit/Benchmark Descriptions, and Supporting Resources.
- Teacher presents the proposal to the leadership team.

Step 2
- The principal and leadership team evaluate the proposal and paper work at their meetings. The team then completes Part 2 and 3 of the Course Proposal.
- The proposal (Parts 1, 2,3) is then forwarded to the Director of Elementary or Secondary Curriculum with the team's recommendations.
- The Director of Elementary or Secondary Curriculum will evaluate the proposal, share with district staff, and make recommendations to the governing board.

The timeline and communication procedures will ensure:
1. Teachers are receiving adequate feedback regarding alignment with district and state standards.
2. Accurate information is provided regarding deadlines and requirements.
3. All those affected by new courses will have an opportunity to voice suggestions.
4. Any concerns with a proposal can be addressed in an efficient and timely manner.
5. Students are only registered for classes that have been approved by the governing board.

Note; Recommendation of AP Courses should meet the recommendations of the College Board and include the students' ability to test at the end of the course.
** There are additional requirements prior to implementing a new course which may extend this timeline, including, textbook adoption and assessment development.

KENT SCHOOL DISTICT
HIGH SCHOOL COURSE PROPOSAL FORM
Source: http://www.kent.k12.wa.us/KSD/IS/sic/HSICCoursePropForm.pdf

The High School Course Proposal Form requests the following information:
Course Title: (ma. 17 spaces)

Initiator(s):

School:

    I.   NATURE OF CHANGE (Mark all that apply)
        New Course
        Change in Prerequisites
        Length of time offered (e.g. 1-hour/2 hours)
        Semester Change
        Cross Credit
        Certificate of Academic Excellence
        Change in Course Description
        Change in title
                Old title:
                New Title:
                Starbase Course Title (17 spaces)
                Deletion of Course
                Change in Fees

II. RATIONALE FOR CHANGE
    A. Please describe the need for this course/change.
        (Considerations might include graduation requirements, student interest, differentiation for student need, compliance issues)

        B. Please describe the building process used for curriculum review which resulted in the development of this proposal. (Discussion at Curricular meetings, Curricular Leader meetings, or Building Leder Team meetings.)

III. IMPACT STATEMENT
The following areas represent the evaluation criteria applied to all course proposals. Please review and answer them carefully.

A. IMPACT ON YOUR CURRICULAR AREA
1. How does it change the current "balance" or proportion of curriculum offerings?

2. How does it affect the current course sequences within your curricular area?

3. Does it duplicate the content of a course currently offered in your curricular area?

4. Could technology enhance this course? If yes, please describe.

B. IMPACT ON GENERAL STUDENT PROGRAM
1. How will it affect graduation requirements for students?

2. How will enrollment in this course impact other departments?

3. How might this course help prepare students for the successful completion of their high school culminating project?

C. IMPACT ON DISTRICT/STAFF RESOURCES
1. Do you have sufficient highly qualified staff to teach this course?

2. Do you have the necessary facilities, equipment, and materials?

3. Funding: Please complete section VI if necessary.

4. What is the anticipated enrollment in this course?

IV> COURSE DESCRIPTION
Curricular Credit
Curricular Cross Credit
IS Coordinator initial of approval
Course Credit Priorities:
1
2
3
4
Graduation Requirement:
Eligible for NCAA Approval   Yes   No
Total Number of Credits
Repeatable   Non-Repeatable
Semesters: one   two
Intended Grade Level (s)
All Grades
9th
10th
11th
12th
General Education
English Language Learner
College Prep
Honors
Special Education
Core Intervention
Career & Technical Education Programs: CIP Code
Prerequisites: None   Yes (Please list)

V. ATTACHED DOCUMENTS

     Course Description – required for new courses (New course description to be included on the course book, include old description as well for course changes if applicable and send descriptions to _____ electronically.)

     Course Syllabus
     Course Outline (new course only) with units of instruction, covered and time spent on each.
     EALRs/GLEs (new courses only)
     Resources (Attach documentation for recommended criteria including an IMC prepared , including an IMC proposal form, vendor and estimated cost)
     Copies of Tables of Contents from Textbooks and Other Resoruces

VI. FUNDING REQUIRED
- Signature(s) required from funding source
- After course approval all resource materials will be submitted by IS Coordinators to the Instructional Materials Council (IMC) for review and submission to the Board for approval prior to purchase
- Attach a list of items needed. Include specific title, vendor, cost, etc.

FUNDING

		Budget Manager	
Item Needed	Amount	Print Name & Title	Signature
Textbooks			
Supplemental Materials			
Technology			
Equipment			
Staffing			
Other (please describe)			

VII> The following original signatures are required and indicate that these individuals have reviewed this proposal.

Building Level (all signatures required)   Signatures

Building Principal   ___ Recommended ___ Not Recommended _____

Building SIC Rep   ___ Recommended ___ Not Recommended _____

Building Curricular Leader

                                    ___ Recommended ___ Not Recommended _____

District Level (all signatures required)

IS Curricular Coordinator

                                    ___ Recommended ___ Not Recommended _____

Curricular Leader HSIC Rep

                                    ___ Recommended ___ Not Recommended _____

Director of Curriculum

                                    ___ Recommended ___ Not Recommended _____

Signatures as needed:

Director of Career & Tech Ed.

                                    ___ Recommended ___ Not Recommended _____

Director of Instructional Tech

                                    ___ Recommended ___ Not Recommended _____

Return Completed Form To:

Director of Curriculum & Instruction, A300 by submission deadline

Course Submission Deadlines	Meeting Dates
Training Session Only	September 26, _____
October 18, _____*	November 17, _____*
December 1, _____*	January 12, _____*
March 14, _____	April 4, _____

- Ensures course addition or changes will be included in course catalog for following year.

North Clackamas School District
NEW COURSE PROPOSAL APPLLICATION
Milwaukie, Oregon
http://www.nclack.k12.or.us/page/1106

The new course proposal application is for staff designing new courses that support student achievement of NCSD graduation requirements, including required credits, career experiences, and performance standards in reading, writing, speaking, and math. Particular attention should be given to curriculum and instruction that meets the needs of studnets with disabilities, Talented and Gifted studnets, and English Language Learners. Proposals must be complete with all requested information befroe being forwarded to high school curriculum and counseling assistant principals (CCAPs) or middle school principals and the Coordinator of Secodnary Programs.

To ensure new course are approved in a timely fashion for the upcoming year, two New Course Proposal cycles are provided.

Cycle I:
Octobrer: Work session to learn process, see exemplars, receive resoruces, answer questions.
Janaury: Proposals reviewed by CCAPs or MS principals depending on course level.
March: Instruction Team meets with teacher and reviews paperwork.
April: Propposal is taken to the Board of Directors for approval.

Cycle II
Decemberr: Work session to learn process, see exemplars, receive resoruces, answer questions.
March: Proposals reviewed by CCAPs or MS principals depending on course level.
May: Instruction Team meets with teacher and reviews paperwork.
June: Propposal is taken to the Board of Directors for approval.

New Course Proposal Application Form

I.   Course Information

A. Date of Application
B. School
C. Teacher(s) submitting request
D. Course Title
E. Subject Area
F. Highly Qualified Teacher Certification Requirements
G. Circle type of credit:
   Required: Math, SS (WH, GV, US, PL) Science, LA, PE, and Health
   Elective/Selective: Math, SS (WH, GV, US, PL), Science, LA, PE, Health, FA, and AP.

H. If high school elective credit course, check the Focused Program(s) of Study in which the course will be a focused elective. All high school focused elective courses are required to include the requireemnts for focused elective courses, including a well-designed Career Related Learning Experience (CRLE)
   AC___   BM___   HS___   HRS___   IES___   NR___
I. School year to be implemented:
J. Length of Course: Full year _____   Semester _____
K. Number of students anticipated to be involved:
L. Grade Level _____
M. Prerequistie courses:
N. Concureent enrollment required?   &es___   No___
   IF Yes,, in which course(s)?
O. Articulation with college for credit? Yes ___   No_____
   If yes, name of college
   Number of credits   College course:
P. Can this course be repeated for credit? Yes___   No_____
Q. Who is the intendend student udience (all students, TAG, SpEd, ELL)?   Explain.

II.   Directions for Completing Scope and Sequence Template
Complete the electronic version of the Scope and Sequence template (available on the Secondary Programs web site), and complete the columns for each unit in the proposed course. Consult with your principal, assistnat principal, and district TOSAs for Special Education and ESL services for assistnace

New Course Scope and Sequence Template*
Sampel Form

Course Title
Curriculum Guide Description

Scope and Sequence					
Course Content What will students be expected to know and do? Provide the core knowledge and skills (state standards and/or industry standards) that will be taught and assessed. Organize the content standards by unit, framing questions(s), or project title to sequence from the beginning to the end of the course		Required for Focused Elective Courses Additional Coruse Content		Student Activities What will students do to demonstrate their learning? What products and/or performances will students complete?	Assessment Tools What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?
Unit Topic or Framing Question(s) or Project TOpic	Core Academic and Professional Knowledge & Skills	Focused Program of Study Unifying Concepts	Career Related Learning Standards (CRLS)	Special Education, ELL & TAG Accommodations How will curriculum, instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.	
Unit 1					
Unit 2					
Unit 3					
*CRLE taught within Unit #__					

- Each Focused Elective must incldue at least one Career Related Learning Experience (CRLE). Attach a completed CRLE Teacher Planner (see pages 6 & 7), and also indicate in the Scope and Sequence where instruction regarding the CRLE will occur.
- See Secondary Programs web site for legal and letter size landscape template.

III. QUESTIONS
Provide written responses to the following questions and be prepared to discuss them with MS principals or CCAPs and the district instruction Team.

1. How does this course align with current building and district offerings?

   If asignificnat amount of content taught in this course is taught in other district coruses or programs, how is this course different?

2. What data indicates this course should be added?

(i.e., supoprt student attainment of state and NCSD performance standards, industry standards required for professional technical/apprenticeshipprgoram, support student demonstration of career-related learning standards, provides career related learning experience opporunity, occupational projection, FPS enrollment, focused elective need, graduation requirement)

3. Who is the intended student audience (all students, TAG, SpEd, ELL)? Explain.

4. How will highly qualified staff be made available within the projected FTE allocation?

IV BUDGET CONSIDERATIONS
   A. Textbook/materials
   B. Equipment
   C. Operating expenses, fees, or registrations
   D. Other
   E. Thtoal Estimated Cost

What building acccount(s) will provide needed funds?

V. Required Signatures
Obtain signatures form A, B, C, D, and E prior to forwarding this proposal to the Coordinator of Secondary Programs

   A. Department Chari/Coordinator:
   B. Curriculum Assistant Principal:
   C. District Sp. Ed. TOSA:
   D. District ESL TOSA:
   E. Principal:
   F. District Approval:
   G. Datee:

*CRLE Teacher Action Planner
1. Class Title:

2.   Focused Program of Study Connection(s):
          (Check all that apply)
          (AC   *BM   *HS   *HR   *IES   *NRS

3. Unit of Study:

4. Essential Question(s)

5. CRLE will be structured so that students work:
   (Circle all that apply.)
   in small groups
   as a class
   individually

6. Key Learning Objectives Addressed:

Five Essnetial Components:
Inquiry: Students address an essential question related to the course content that might be tackled by an adult in the workplace or community.

Adult Connections: Students work with at least one adult with expertise in a relevant career fieldd.

Product: Students create a product that connects course content with life and work beyond the classroom.

Professional Standards: Students demonstrate applicable Career Related Learning Standards and identify evidence in their work.

Reflection: Students describe what they have learned.

In what ways will all five CRLE essential components be integrated into the experience?
7. Inquiry (What kind of research will students complete to answer the EQ?)
8. Adult Connections:
9. Product(s):
10. Professional Standards
    (See Career Related Learning Standards)
11. Reflection

   • See Secondary Program web site for template http://www.nclack.k12.or.us/page/1106

NOTE: Professional Standards – Career Related Standards include:
Personal Management (work ethic)
Problem Solving

Communication
Teamwork
Employment
   (Foundations-
          Demonstrate academic, technical, and organizational knowledge and skills required for
          successful employment)
Career Development – Demonstrate career development skills in planning for post-high school
experiences.

See CRLE – Career-Related Learning Experiences
AND CRLS – Career Related Learning Standards
http://www.nclack.k12.or.us/page/1106

CALIFORNIA – SPECIFIC
New Course Proposal Templates in California
(alignment with UC Office of the President "a-g" templates)

In California, many Districts model their New Course Proposal forms on the Templates used by
the University of California Office of the President for New or Updated Course Submission. In
order to be approved as a college preparatory course that meets the admissions requirements
for University of California and California State University, high schools must submit their new
course descriptions to UCOP for a-g approval. ("a" – History/Social Science; "b" – English; "c"
Mathematics; "d" – Laboratory Science; "e" – Language Other Than English; "f" – Visual and
Performing Arts; "g" Elective __History/Social Science, __ English, ___English-ESL/ELD, __
Mathematics, ___Statistics, __ Science-Biological, ___Science-Integrated, ___ Science-Physical,
__Language Other Than English, __Visual and Performing Arts, __Interdisciplinary, __Other

In addition, if a course is classified as a Career Technical Education, then as part of the course
submission process, you must indicate the Industry Sector and Career Pathway

The Basic Course Submission Template asks for (among other requested information):
School Information
School Course List Contact Information
Teacher Information
Course Title
Transcript Title(s)/Abbreviation(s)
Course Code(s)
Brief Course Description
Pre-Requisites:
Co-Requisites.
Background Information
          Context for the Course
          History of Course Development

Textbooks (detailed information)
Supplemental Instructional Materials

For each course, the school/district must also complete a subject-specific template. The required information for Subject-specific templates varies. For example, laboratory science courses require descriptions of the labs students will complete, The Visual and Performing Arts template includes sections on Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships, and Applications. English and History templates require details on writing and reading assignments.

All of the subject specific templates ask for information on:
 Course Content
Course Purpose
A detailed course outline
Detailed descriptions of Key Assignments
Instructional Methods and/or Strategies
Assessments including methods and/or tools.

To view A-G Course Evaluation Guidelines used for Review of A-G Course submissions, visit http://www.ucop.edu/agguide/updating-your-course-list/submitting-courses/index.html AND http://www.ucop.edu/agguide/updating-your-course-list/files/A-G%20Course%20Evaluation%20Guidelines.pdf